

HINDI AND HINDI LANGUAGE

Paper 8687/02
Reading and Writing

General Comments

Candidates appeared to be well prepared for the examination and the overall performance of candidates was of a good standard. The paper was well balanced and candidates did not find one part more difficult than another.

This paper was successful in differentiating across the ability-range with a number of outstanding candidates; at the other end of the ability-range, candidates often lost marks on grammatical aspects of the language, especially in forming correct agreement of adjectives, use of complex structure, orthography and difficulty with irregular verbs.

Candidates should also be reminded that **Question 3** and **Question 4** are assessing their comprehension of the passage, not copying chunks of information from the passage. When responding to precise questions, they must take care to use their own words as far as possible, as required by the rubric.

Comments on specific Questions

Part 1

Question 1

Most candidates attempted this question successfully.

Question 2

Candidates attempted this question satisfactorily, with (e) proving to be the most testing.

Question 3

Candidates seemed to find the topic of interest. Generally their answers were informative, relevant, and well organised. A common problem was that they overlooked the requirement to give reasons where required by the question.

Question 4

Candidates tended to answer these questions without giving sufficient detail. The second part of **Question 4(a)** proved to be the most difficult for less able candidates. Again, candidates should be reminded to answer the question in their own words, rather than copy long chunks of the passage in the hope that the examiner will find the correct answer.

Question 5

Although the overall understanding was clear, candidates varied in their responses to **5(b)**. Candidates need to show understanding of both texts, and then respond by giving their own opinions.

- (a)** Most candidates managed to compare both passages commendably and responded to the issue raised. Good candidates were able to compare each point side by side, giving examples. Weaker candidates tended to go through text 1 followed by text 2.
- (b)** Able candidates successfully showed their ability to suggest a range of ideas and a capacity to express a personal point of view..

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Essay

General comments

Candidates' work demonstrated a wide range of ability. Quite a few scored in the upper range of 28 to 35 marks. At the bottom end of the scale a few candidates could only manage a score of between 9 to 12 marks, with the majority of the candidates scoring in the middle range of achievement. As has been the case in previous assessments some candidates underperformed mainly due to dialect interference, lack of structure, coupled with either an inappropriate or a narrow range of vocabulary deployed. But it was encouraging to note that the overall stretch of achievement this year again was higher than in previous years. There is a noticeable change in the standard of performance of all of the candidates in all areas of essay writing: language, layout, content and development. It is clear that the teachers and the majority of the candidates have worked hard and have been focused.

The most frequently occurring errors noted this year were:

1. the lack of gender and number recognition and their misapplication in the essays;
2. major misunderstanding of **Questions 3 and 4** by a few candidates;
3. the lack of use of the polite forms of expression of the Hindi Language which are an integral part of its grammar.

More Specific Comments

The most popular essays were 1 and 2. **Question 1** dealing with the declining importance of the joint family system in the 21st century was particularly well handled by the majority of the candidates who had chosen it. However some of the essays were rather negative in the sense that they concentrated solely on the bad influences felt by the children in the nuclear families where both parents worked, having to leave their children on their own – unattended - until they finished their work.

The best essays were well planned with a sustained theme, well illustrated, coherently argued and structured. It was a pleasure to read them. These high scoring candidates demonstrated good linguistic competence, a command of wide ranging vocabulary and an ability to handle complex sentence patterns. The majority of the essays were however within a range where there was sufficient reasonably relevant material but the content was uninspired and flat. In this range, there were essays which were too long, rambling and repetitive which would have benefited from a tighter structure. There were difficulties with the use of a narrow vocabulary and irregular sentence structure. The essays at the bottom end of performance were disconnected, reflecting confused views with poor sentence structure, poor sequencing and full of grammatical errors, including serious misspelling of everyday words.